

**San José State University**  
**CASA/Department of Kinesiology**  
**KIN/HS 169, Diversity, Stress, & Health, Section 1,**  
**Fall 2015**

|                                  |  |
|----------------------------------|--|
| <b>Instructor:</b>               | (Daniel Murphy)  |
| <b>Office Location:</b>          | (SPX 110)  |
| <b>Telephone:</b>                | (408) (924-3028)   |
| <b>Email:</b>                    | (Daniel.Murphy@sjsu.edu)   |
| <b>Office Hours:</b>             | (TTH 2-3pm., & by Appt.)   |
| <b>Class Days/Time:</b>          | (MW 12: 00 – 1:15pm.)  |
| <b>Classroom:</b>                | (YUH 236)  |
| <b>Prerequisites:</b>            | (Passage of the Writing Skills Test (WST); Upper Division Standing (60 units); Completion of CORE GE; Courses to meet Areas R, S, and V of SJSU Studies <i>must be taken from three different departments, or distinct academic units.</i> ) |
| <b>GE/SJSU Studies Category:</b> | (Area S)   |

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on <http://www.sjsu.edu/at/ec/canvas/index.html>. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

**Course Description**

The impact of structured inequalities and related psychosocial and environmental stressors on the health and social status of diverse groups. Analysis of social actions and behavioral interventions that lead to greater equality, as well as mediate stress and optimize health.

## **Course Goals (CO) and Student Learning Objectives (SLO)**

### **PREMISE AND GOALS**

#### **Premise**

Diverse racial and cultural groups that encounter prejudice and structured inequalities experience a form of social injustice that results in triple jeopardy. First, their experiences with prejudice, discrimination, and structured inequalities often result in unequal access to, and ownership of, various resources (e.g., social support, health care, employment and educational opportunities, financial and corporate advancement opportunities). Second, their experiences of inequality are invariably associated with chronic psychosocial and environmental stressors (e.g., social alienation, language barriers, cultural conflicts, violent neighborhoods, exposure to chemical hazards, overcrowded housing) that are often disruptive to a person's lifestyle and productivity in the work environment. Third, the chronic stressors experienced by racial and cultural groups often result in health-related disorders and/or illnesses.

#### **Goals**

Students will study the interrelationship of individuals, racial/ethnic groups, and cultural groups to understand and appreciate issues of diversity, equality, and structured inequalities in the U.S., its institutions, and its culture within the context of stress and health. How one's identity, behavior, and health are shaped by cultural and social influences in the contexts of equality and inequality will be addressed throughout the course. From both a theoretical and experiential perspective, students will study behavioral interventions, social actions, and positive interactions that: (a) diminish or eliminate inequalities and related stressors; and (b) promote health and social justice. Through cooperative and interactive exercises, students will develop ideas for new legislation and new social actions that promote equality and social justice. Processes (historical, social, economic, and political) that lead to either greater equality or structured inequality will also be analyzed.

Particular attention will be given to examining inequalities that have been interwoven into the fabric of various social institutions (e.g., health care systems, educational institutions, advertising/media agencies, financial and legal systems, business corporations, sport organizations and franchises, religious denominations, government/military institutions) within the context of stress and health.

## COURSE OBJECTIVES (CO)

Upon completion of the course, students will be able to:

- (a) recognize and describe structured inequalities and related psychosocial and environmental stressors and health risks prevalent in racial/ethnic groups and cultural groups;
- (b) describe physiological, psychological, and immune responses to chronic stressors experienced by racial and cultural groups which lead to increase
- (c) describe how stereotyping, prejudice, and structured inequalities shape the identity, behavior, and health of racial and cultural groups;
- (d) describe and apply behavioral and cognitive interventions that reduce/eliminate structured inequalities and prejudice, as well as mediate stress and promote optimal health;
- (e) recognize and describe historical, social, economic, and/or political processes that lead to either greater equality or structured inequality in the U.S.; and
- (f) describe social actions and positive interactions that have been successful in diminishing/eliminating inequalities for racial and cultural groups, as well as construct new paradigms for reducing structured inequalities and related stressors.

## Student Learning Objectives (SLO)

Area S Objective 1: Describe how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identity are shaped by cultural and societal influences in contexts of equality and inequality

- (*Assessment: Personal Inequality Paper, Essay Exam Questions*)

Area S Objective 2: Describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the United States

- (*Assessment: Research Paper, In-Class Group Assignment*)

Area S Objective 3: Describe social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups leading to greater equality and social justice in the United States

- (*Assessment: Social Action Model/Presentation, Essay Exam Questions, In-Class Writing*)

Area S Objective 4: Recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups in the United States  
(*Assessment: Personal Inequality Paper, In-Class Writing, Group Activities*)

## Required Texts/Readings

### Textbook

KIN/HS 169 Custom Textbook. Available only at Spartan Bookstore.

### Classroom Protocol

- Students are expected to be courteous during class. Any student engaging in disruptive behavior may be asked to leave. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Using a device, even silently, such as texting or websurfing, is distracting and students who engage in these actions may be asked to leave. Further disruption may be cause for the student's behavior being reported to the SJSU Office of Student Conduct and Ethical Development.
- All materials must be original works of the student and typed with text and references in APA format.
- Assignments are due *at the beginning of class* on the assigned date. Papers are to be used for this class only.
- Late papers will be penalized -1/3 of one (1) letter grade each day it is late.
- There are NO make-ups on the quizzes, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly attend class.
- Only under extreme circumstances will an "incomplete" grade be assessed.
- Please inform the instructor if you need course adaptations because of a disability, or if you need special arrangements in case the building needs to be evacuated.
- Finally, students are encouraged to periodically check out the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to sport and culture.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **Assignments and Grading Policy**

### **COURSE CONTENT**

- A. Structured Inequities and Related Psychosocial Stressors and Health Consequences for Racial and Cultural Groups
- B. Chronic Stress: Physiological Consequences
- C. The Role of Perception on Stress and Prejudice
- D. Racial/Ethnic Groups: Inequities and Related Stressors
- E. Racial/Ethnic Groups: Inequities and Related Stressors
- F. Cultural Groups: Inequities and Related Stressors
- G. Identity, Behavior, and Health of Racial and Cultural Groups are Shaped by Societal and Cultural Influences in the Contexts of Equality and Inequality
- H. Recognition and Description of Historical, Social, Economic, and Political Processes that led to greater equality or structured inequality in the U.S.
- I. Social Actions, Constructive Interactions, and New Models Promoting Equality
- J. Laboratory Assignments: Developing Internal & Social Resources

### **COURSE ASSIGNMENTS**

**Writing Assignments:** Students will complete both in-class and out-of-class writing.

#### **In-Class Writing**

Students will use introspective, problem solving, and critical thinking techniques for in-class writing assignments by: (a) addressing stressors and risk behaviors unique to diverse populations; (b) identifying innovative ideas or models for eliminating inequalities; (c) identifying health-promoting behaviors and programs for specific diverse populations; and (d) identifying social and cultural influences that have played a role in shaping students' perceptions of people and events in their environment. Students will be evaluated on the following criteria: ability to write in a clear, coherent, and concise

manner including proper grammar and syntax; ability to critically analyze and synthesize material from class lectures; and, ability to generate and express alternative ideas for health promotion and equality. (*The in-class assignments comprise at minimum 2 double-spaced pages of writing in the form of quizzes, in-class reflections, and critical thinking exercises*)

### **Out-of-Class Writing**

#### Personal Inequality Assignment:

Students will engage in reflection to disclose a personal inequality previously experienced that involved psychosocial stressors and health issues. After completing the reflective process, student should complete a written analysis of their personal inequality by addressing the following components: (a) the origin of the structured inequality; (b) historical, social, political, or economic processes associated with the inequality; (c) description of stressor and its impact on personal health; (d) a behavioral, cognitive, or social intervention that was used (or could have been used) to reduce/eliminate the stressor; (e) a personal or social action that was taken (or could have been taken) to diminish/eliminate the inequality, as well as create greater equality.

In addition, students will interview someone from a diverse group who has experienced a structured inequality and discuss in writing: (a) identification of ethnic or cultural group represented; (b) the origin and nature of the inequality; (c) historical, social, political and/or economic processes involved; (d) description of the stressor and its impact on the individual's health and lifestyle; (e) an intervention that was used (or could have been used) to reduce/eliminate the stressor; (f) a personal or social action that was taken (or could have been taken) to reduce/eliminate the inequality leading to greater equality.

The paper (*4-6 pages*, double spaced) should ***integrate and synthesize information from at least five (5) academic peer-reviewed journals*** that relate to one or more components that are addressed in the assignment (e.g., social or cultural context of the inequality, appropriateness of chosen intervention, social action or strategies for diminishing the inequality, impact of stressor on personal health). Reference citations must be in the format and style recommended by the American Psychological Association (APA) manual (6<sup>th</sup> edition) unless otherwise specified by the course instructor. Papers will be evaluated on the following criteria: (a) content and organization including synthesis of primary references; (b) adherence to the assignment guidelines; (c) citations, references, and format; (d) syntax, grammar, and spelling; and (e) creativity and insight expressed through the integration of all components of the assignment.

#### Research Paper

Students will synthesize current research related to structured inequalities experienced by a particular diverse group in the U.S. Students will also describe stressors and health consequences related to the inequalities identified. The group selected should represent one or more of the following characteristics: race, ethnicity, gender, religion, disability, sexual orientation, socioeconomic status, and age. Students will discuss important research findings and the implications of these findings in a review paper (*5-7 pages*,

double-spaced), *citing a minimum of five (5) academic peer-reviewed journals*. Papers should include a synopsis, analysis, and application of current research as reported in the literature. In addition, papers should address the impact of inequities/stressors from a physiological, psychological, or emotional perspective. Social actions and behavioral interventions for reducing/eliminating inequities and related stressors and health consequences must also be addressed. Evaluation criteria include the following: (a) identification of ethnic/cultural group, structured inequalities association with selected ethnic/cultural group, political, historical, economic, and/or social processes that have produced diversity, equality and/or structured inequality, related stressors and health consequences, and constructive individual/social action(s) that have led to greater equality and social injustice; (b) synthesis, critical analysis and application of the literature; (c) adherence to the assignment guidelines; (d) citations, references, and format; (e) syntax, grammar, and spelling; (f) originality and creativity.

### **Social Action Model/Small Group Project**

#### Social Action Model and Small Group Project

In teams of no more than five, students will be required to investigate and produce (using Prezi.com) a *practical* social action/ intervention model for reducing or eliminating inequalities and related psychosocial and environmental stressors. It will be important to 1) identify a particular inequality, including a brief overview of the issue, 2) focus on practical rather than ideal action strategies, 3) identify resources, both on and off campus, that can be utilized by classmates, and 4) articulate exactly how the intervention strategy will help to reduce or help to eliminate the inequality itself or the related stressors associated with the inequality. Students will use prezi.com PPTs only for this assignment.

### **Other Participation**

#### Active Student Participation: Oral communication, reflective and critical analysis skills

Students are required to actively participate in laboratory exercises by analyzing and applying behavioral, social, and cognitive interventions for the purpose of diminishing structured inequalities, as well as related psychosocial/environmental stressors and health consequences. Some laboratory assignments will also include reflective exercises to determine the effectiveness of the interventions and the degree to which individual resources have been enhanced. There will be 12 online postings (10pts each/120pts.); 5 (10-20pts. each) handouts, and 1 quiz (22pts.).

Students will participate in critical analysis by: (a) describing how identity, behavior, and personal health are shaped by cultural and societal influences in the contexts of equality and inequality; (b) identifying historical, social, political, and economic processes that produce structured inequality and equality in the U.S.; and (c) recognizing and/or developing social actions and positive interactions that lead to greater equality, diminish related stressors, and promote optimal health.

Evaluation of oral communication skills will be based upon the following criteria: (a) ability to communicate ideas in a clear and concise manner; (b) ability to apply critical analysis to issues related to diversity; (c) accuracy of material presented; and (d) ability to respond to questions relative to subject area.

## **GRADING**

### ***Examinations:***

Examinations (midterm and final) and 1 (one) quizzes will be administered throughout the semester. The examinations and/or quizzes will include both objective and essay questions; essay questions will be required on examinations and/or quizzes.

### ***In-class and Out-of-class Writing:***

The in-class and out-of-class writing assignments (previously described) exceed the minimum SJSU Studies requirement of 3000 words. The American Psychological Association (APA) manual (6th edition) will be required for out-of-class assignments unless otherwise specified by the course instructor.

### ***Social Action Model and Small Group Project:***

Oral presentation and resource guide outlining a practical social action model.

### ***Laboratory assignments: Internal and Social Resources:***

Laboratory and interactive assignments designed primarily to increase students' internal resources and, secondarily and to make students more aware of available social resources will include: problem solving and cooperative learning exercises for managing prejudice and structured inequalities; critical thinking assignments involving the creation of new social action models for reducing/eliminating inequalities and related psychosocial and environmental stressors; and behavioral and cognitive interventions for mediating stress and health risks associated with prejudice, discrimination and structured inequalities.

## **GRADING MODEL.**

The above content and assignments will be evaluated as follows:

### **Assessment.**

**(a) Midterm Examination (100pts.) 20%.**

**(b) Final Examination (100 pts.) 20%.**

**(c) Laboratory/In-Class Assignments/Participation 20%.**

- Labs, In-class writing assignments, postings, participation (8%).
- Quizzes (x1) (2%).
- Social action model/project (100pts.)(10%).

**(d) Out-of-Class Assignments (100 pts. each) 40%.**

- Personal inequality/interview paper (20%).
- Final research paper (20%).



**Letter Grade Values:**

|               |             |             |
|---------------|-------------|-------------|
|               | A 93 – 100. | A- 90 – 92. |
| B+ 87 – 89 .  | B 83 – 86.  | B- 80 – 82. |
| C+ 77 – 79.   | C 73 – 76.  | C- 70 – 72. |
| D+ 67 – 69.   | D 63 – 66.  | D- 60 – 62. |
| F 59 – below. |             |             |

**University Policies****Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and

Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

**KIN/HS 169, Diversity, Stress, & Health, Section 1,  
Fall 2015. Course Schedule\*. (\*subject to change).**

| Week<br>(Date)            | Topic   | Content & Due Dates   | Readings  |
|---------------------------|---|---|---|
| 1<br>Aug 24<br><br>Aug 26 | Introduction & Overview<br>Introduction to the<br>Psychophysiology of<br>Stress and Coping. (LN1)<br>Stress Intro Guest PPT | Introduction: Responsibilities,<br>expectations, and course<br>objectives.<br><br>Stress Basics (cont'd)<br>Stress: Physiology.<br>Video: Stress: Natural Killer. | Read:<br>Chapter 1<br>The Nature<br>of Stress<br><br>Read:<br>Greenburg,<br>Ch. 1, PDF<br>Read:<br>Chapter 2<br>The Body:<br>The<br>Battlefield<br>for the<br>Mind's War<br>Games |
| 2<br>Aug 31<br><br>Sep 2  | Stress: Emotion &<br>Cognition. (LN1B)<br><br>Introduction to<br>Diversity. (LN2)   | Stress Basics (cont'd)<br>Stress & Emotions<br><br>Diversity<br><i>Stress Assessment Due</i>  | Read:<br>Chapter 3<br>The<br>Emotions:<br>From a<br>motivation of<br>Fear to a<br>Motivation of<br>Love<br><br>Read:<br>Chapter 4<br>The Mind:<br>The<br>Psychology of<br>Stress  |
| 3<br>Sep 7                | No Class – Labor Day  |   | Ch. 10<br>Multicultural   |

|                         |  |  |   |
|-------------------------|--|--|---|
| Sep 9                   | Diversity & Cultural Terms (Ch. 10)              | <i>Stress Quiz Ch. 1</i>   | Lecture – PPT under textbook                              |
| 4<br>Sep 14<br>Sep 16   | Stress Management Interventions. (LN10A-F)       | Diaphragmatic Breathing.<br>Progressive Relaxation.<br>Cognitive Restructuring.<br>Self-talk.<br>Visualization and Guided Imagery.<br>Autogenic Training.<br><br>Handout: Ch. 1-4 Assessments/Worksheets Due Sep 16 – hard copy Pdf only<br><br>Handout: Happy Place Due Sep 21 – upload to Canvas | Read: Ch. 5 – 9<br>Stress Mgmt. Techniques                |
| 5<br>Sep 21<br>Sep 23   | Gender. (LN3A-3B)                                | Video: Toughguise (Men’s Health).<br><br>Video: Killing Us Softly (Women’s Health).<br><br>Media Ad Project - Due Sep 30 – Hard copy of Ad, upload text<br><i>Posting #1 – Gender</i>  | Read: Chapter 12: Religion, Ritual.                       |
| 6<br>Sep 28<br>Sep 30   | Gender (con’t)<br><br>Sexual Orientation. (LN3C) | Lecture<br><br>Video: The Gay Marriage Thing<br><br><i>Media Ad Project Due Post #2 Sexual Orientation</i>   | Read Chapter 18 Nonethnic Pops, LGBT; Migrant Farmworkers |
| 7<br>Oct 5<br><br>Oct 7 | Catch-up-Day<br><br>Midterm                      | <br><br><i>*Midterm Examination*</i><br><br><i>Post #3 Midterm Reflection</i>  |   |

|                            |  |   |   |
|----------------------------|--|---|---|
| 8<br>Oct 12<br><br>Oct 14  | Race. (LN4, LN5A, B, C)  | Video: Race: The Power of Illusion.<br><br>Race: Lecture<br><br><i>Personal Inequality Paper Due</i>  | Read:<br>Chapter 13<br>Hispanic and Latino American Populations   |
| 9<br>Oct 19<br><br>Oct 21  | Race. (LN4, LN5A, B, C)<br><br>Latino Populations. (LN5D)              | Video: Becoming American<br>Video: Bad Sugar<br><br><i>Post Mexican Immigration #4</i>  | Read:<br>Chapter 14<br>American Indian and Alaska Native Populations  |
| 10<br>Oct 26<br><br>Oct 28 | Catch-Up Day<br><br>Race – African Americans<br>Race - Asian Americans | Video: <a href="#">When the Bough Breaks</a><br>Video: <a href="#">Place Matters</a><br><br><i>Post #5: Race</i>  | Read:<br>Chapter 15<br>African American Populations<br><br>Read:<br>Chapter 16<br>Asian American and Pacific Islander Populations |
| 11<br>Nov 2<br>Nov 4       | Whiteness (LN5B)   | Caucasian Populations.<br>Read: Chapter 17 Caucasian American Populations<br><br>Read: <a href="#">Kanye Article</a> & White Privilege (canvas) & <a href="#">White Privilege Article</a><br><br><i>Post #6 Whiteness</i> | Read:<br>Chapter 17<br>Caucasian American Populations   |
| 12<br>Nov 9                | Age. (LN11)  | Lecture<br><br><a href="#">Video: How to Live to Be 100+</a>  | Read:<br>Chapter 19<br>Aging, Dying, and Death  |

|                        |  |  |   |
|------------------------|--|--|---|
| Nov 11                 | No Class – Veteran's Day                                       |  |   |
| 13<br>Nov 16<br>Nov 18 | Disability. (LN9)  | Lecture<br><br><i>Posting - Disability #7</i>  | Read: Canvas Articles on Disability   |
| 14<br>Nov 23<br>Nov 25 | Technostressors (LN7.)   | Handout Technostress – Due Nov. 30<br><br><i>Post Technostress #8</i><br><br><i>Social Action Projects Due</i>   | Course Reader Articles: x4  |
| 15<br>Nov 30<br>Dec 2  | Socioeconomic Status. (LN8).<br><br>Healthcare. (LN8).         | Video: Sick Around the World - PBS <a href="http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/">http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/</a> . (at home viewing)1<br><br><i>Post on SES #9</i> | Read: Chapter 11 Complementary and Alternative Medicine<br>Read: <a href="#">Canvas Article on Healthcare</a> |
| 16<br>Dec 7            | Catch-Up<br>Last day of instruction.<br>Review for final exam. | <i>Final Scholarly Research Paper Due.</i>   | Read: Chapter 20 Closing the Gap: Strategies for Eliminating Health Disparities.                              |
| Final Exam             |  | Venue and Time : YUH236<br><br>Thursday, December 10 0945-1200<br><br>Scantron T&E 200.  |   |